
**Submission to the NCCA regarding the proposed
'Objective Sex Education' curriculum for children
in the Irish school system.**

Why the Sexualization of Innocent Children is Unwarranted and Harmful

The NCCA published a draft report in July 2019 under the title, ***Draft Report on the Review of Relationships and Sexuality Education (RSE) in primary and post-primary schools***, and sought comments from the public by 25th October. This paper is a response to that request. [Note: NCCA stands for National Council for Curriculum and Assessment.]

Earlier in the year, the Houses of the Oireachtas published a ***Joint Committee on Education and Skills Report on Relationships and Sexuality Education*** (January 2019). It contained a list of 24 proposals which comprehend virtually everything that the NCCA sought to address in its report.

Since our reading of the NCCA Report does not reveal any meaningful differences between it and the Committee's Report, nor any discernible attempt to depart in any substantive way from what the Committee is proposing, we will assume in this paper that the NCCA and the Joint Committee are broadly in agreement.

We would note that it is very strange that the NCCA should publish, without further comment, a detailed draft report in relation to a topic on which the Oireachtas had already set out far-reaching proposals. As a concerned member of the public I find it disturbing that the NCCA should ignore what the Joint Committee had proposed and has made no effort to clarify its stance in relation to these proposals. For this reason one must assume that it will defer to the authority of the Oireachtas in these matters. If that is the case, then why exactly is the NCCA seeking comments from the public when the way forward has already been decided by a group of liberal, left-wing politicians?

Structure of this paper

This paper is presented in five parts:

Part 1: In the first part, we set out our views on the left-wing liberal agenda in relation to sexuality generally and in particular the way this agenda is affecting children.

Part 2: In the second part we examine the recommendations made by the Joint Committee since they would appear to represent what the state is planning to impose and are neither qualified nor constrained by the NCCA draft report.

Part 3: In this part we take a hard look at the proposed Curriculum and try to fill in the gaps – the details of which we are not being given but which are clearly implied. Both the Joint Committee and the NCCA are careful not to include any specimen content that might reveal just how radical and anti-Christian the Curriculum will be.

Part 4: In the fourth part we examine the Constitutional issues arising from what by the NCCA and the Joint Committee are proposing. At this juncture we would note that the startling failure by both the NCCA or the Joint Committee to even acknowledge the existence of these issues is evidence that the state does not intend to tolerate any opposition to what it is proposing.

Part 5: Finally, in our conclusions, we set out, primarily for the benefit of the public, a short statement on the broader political agenda behind these proposed changes and the extent to which they are driven by the forces of international socialism. The NCCA even admits in its report that its work is strongly influenced by the educational philosophy promulgated by such international organisations as UNESCO and the WHO.

“Deceit is in the heart of them that imagine evil” – Proverbs 12:20

PART 1

The Sexualization of Children

The background to child sexualization

A sinister movement has been under way for many years in Ireland to greatly increase the range of sexual material to which our children are exposed at primary school level. It has had mixed results to date because of the discretion that teachers and educational authorities still have in deciding what finally gets into the curriculum. This is why there is now a major push to mandate the universal implementation of a centrally designed ‘sex education and relationships’ program which will require children as young as age five to learn about sexuality and sexual relationships in accordance with a timetable and format set by the state.

This ought to be of great concern to parents everywhere since it will enable the state to influence in a most fundamental way the emotional development of our children. If they get it wrong – and they will, since the program has a long-term political purpose – our children will acquire attitudes and behaviors which are entirely inappropriate for their age, and these in turn, in many cases, will manifest as full-blown emotional disorders in their teens.

State violation of parental authority

How can information and instruction relating to something so central to our being be delegated to the state? And how can this delegated responsibility be fulfilled by a course of instruction that ignores entirely the individuality, the personality, and the level of development of the child?

Of course it can't, and it is utter folly to pretend that it can.

Why, then, does a country allow draft legislation like the **Objective Sex Education Bill** to come before parliament? What were the political leaders of Ireland thinking when they permitted Solidarity, a patently Marxist party, to do this on 29 March 2018?

Well, we all know the answer. Every one of the parties in Dáil Eireann is marching in step with the New World Order agenda. They are all Neo-Marxist and they all subscribe to the manmade system of morality known as Humanism or moral relativism. Having a Marxist mindset they believe the state is both entitled and empowered to legislate in all matters affecting the individual, should it decide to do so.

The Marxist plan to overturn sexual morality

The first country in history to legalize abortion on demand was Soviet Russia under Lenin. It did this in 1920 with its 'Decree on Women's Healthcare'. The first country in recent history to legalize no-fault divorce was again Soviet Russia under Lenin through a decree published in 1917. By 1926 the laws on marriage had been diluted to the point where it was not even necessary to obtain a court order to get a divorce. However, all of this proved to be so destructive to family life and social stability that Stalin, of all people, reversed many of these changes and made abortion illegal in 1936. And the first country in recent history to legalize homosexuality was Soviet Russia under Lenin in 1917, although it was later recriminalized by Stalin in 1933.

As you can see, moral relativism and Marxism go hand in hand.



Graphic in a sex education book by Fiona Katauskas, deemed suitable for a child aged 5-7.

Sex education is invariably formulated on a relativistic basis, where the individual is invited to view sexual activity entirely from a personal perspective, with no thought to its impact on society at large, and to measure its effects primarily in terms of sensory pleasure. Its role in the moral order is ignored. Indeed, the very notion of a moral order is pushed aside and in its place we find the great minefield of gender identity, personal choice, and freedom of expression.

At a time when children are at their most vulnerable and most in need of moral direction, they are being fed a set of values which have no moral foundation, values which revolve primarily around personal satisfaction and the objectification of other people. Given that this process of indoctrination is set to begin at age 5 (if not earlier), it is sure to imprint ideas and misconceptions which will distort the child's perception of the world far into his adult years.



Another graphic from the sex education book by Fiona Katauskas, also deemed suitable for a child aged 5-7.

An attack aimed at a child's innocence and security

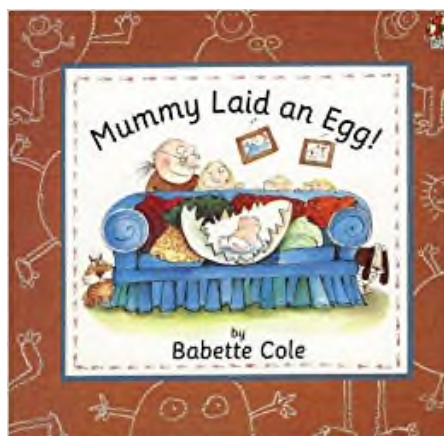
On top of this, we have the premature activation of feelings and expectations which cannot possibly have a suitable outlet. Apart from taxing his comprehension, they will drive a horse and coach through the calm sea of innocence and simplicity that a child enjoys – and needs to enjoy – at that young age.

It must be remembered that a child takes everything he learns at face value and tries to apply it in some way in his everyday life. He interprets the world through the lens of all he is shown at home and in school. So, if his tutors – parents and teachers – are exposing him to ideas of a sexual nature, he will want to explore them further. This will lead to conflicted emotional states and a feeling of inadequacy, a sense that there is something he is supposed to experience but cannot understand. The frustration caused by all of this will harm his development.

Parents know their child – the state does not!

The only people qualified to teach a child about sexuality and relationships are his parents. They alone know exactly where he (or she) stands in his/her development, what ideas (if any) about sexuality he is ready to hear, which are appropriate for his age, and how best to present them in a suitable way, given his aptitude and personality. They alone have the ability and opportunity to monitor their impact, to address follow-up questions and concerns, and to help him integrate what he is learning with events taking place around him on a daily basis. They alone enjoy the depth of trust and emotional connection with the child to introduce him to challenging ideas in a natural way, in harmony with his needs.

The most that any school can teach is the biology of reproduction and the rudiments of human relationships. Any intervention beyond that will fail to address the individual needs of the child and risk exposing him to ideas and behaviors which he is not yet ready to handle.



‘Objective’ Sex Education

So what exactly will ‘objective sex education’ entail?

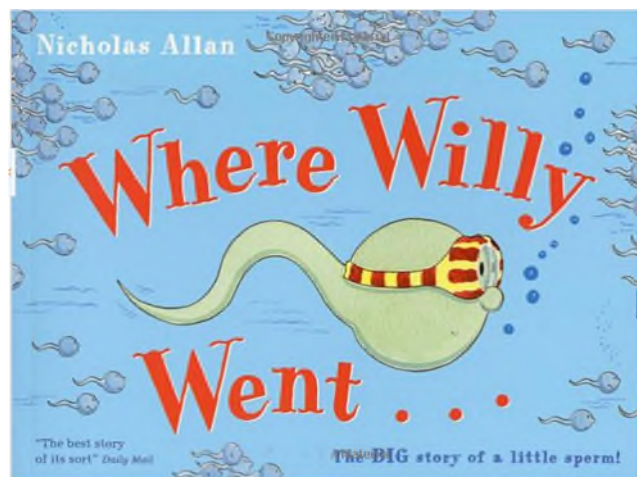
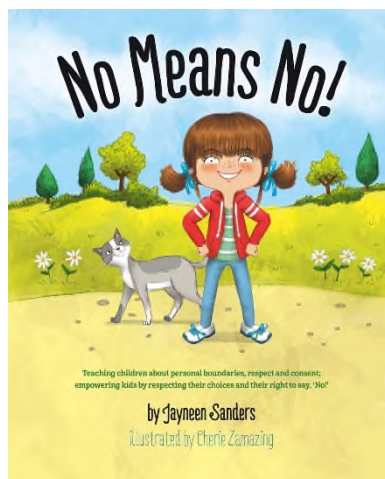
Let’s begin by stating the obvious – there is no such thing as ‘objective’ sex education. Either the educational guidance that the child receives is appropriate to his needs, or it is not. But they will never call it “appropriate sex education” since what they envisage is anything but appropriate. They use the word “objective” to lend an aura of scientific credibility to their proposed schedule of instruction, as though it had already been tried and tested and its suitability demonstrated. But this is just a smokescreen. Much of what passes for sex education in countries like the Netherlands and Sweden – which have a reputation for groundbreaking innovation in this field – has no objective basis. It has been largely experimental and its outcome has never been properly evaluated. Of course, UNESCO and other globalist consortiums are well satisfied with the outcome – since it promotes high levels of abortion, promiscuity, and divorce – and will never allow its countless defects to be exposed through properly conducted independent studies.

It is hardly surprising that recent trends in sex education have been greatly influenced by material already available on television and the media. In fact, one popular series, ‘Sex and the City’, was organized thematically, with a different aspect of human sexuality being addressed in each episode. In this way the wanton cavortings of four slutty women were made to seem “objective” and their outrageous disregard for moral precepts was simply ignored.

Many of the sex education booklets aimed at young children of various age groups over the past 10-15 years were seemingly designed to serve as a template for a 'sex education' course. Much of the material that is now appearing in government-approved courses makes generous use of such material. In short the authorities are taking a purely pragmatic approach, culling potential content from various sources, welding it together and then spreading it over the primary school cycle. Along the way they are incorporating sexual content which has always been regarded as perverse or unnatural and presenting it as the "new normal".

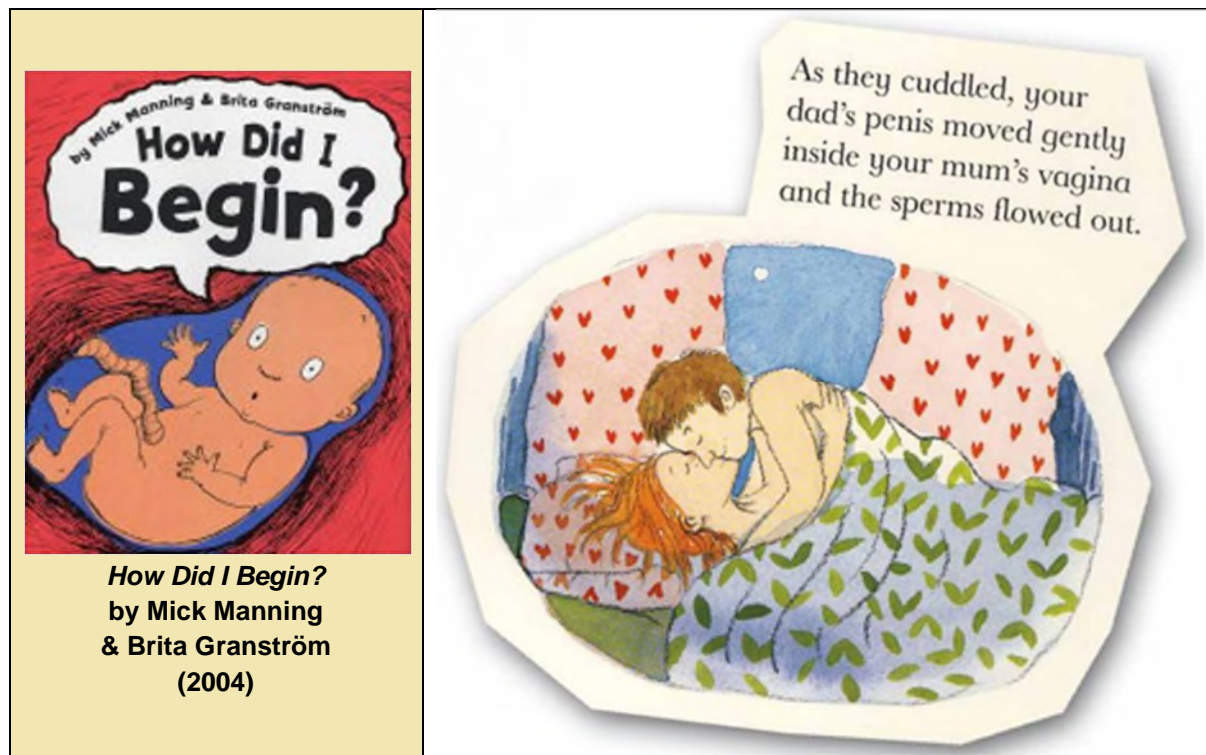
The normalization of perversion

This normalization of perversion and unnatural sexual behavior is a matter of great concern. The safeguards that one would normally expect to find in a properly constructed sex education program are entirely absent. Any sense of proportion, caution or moral propriety is far outweighed by a steady emphasis on discovery, novelty, exploration, and emotional awakening. Homosexuality and gender diversity (or gender fluidity) are treated as perfectly normal. Promiscuity is alright within acceptable boundaries. Abortion is a woman's right. Divorce is an opportunity to find greater fulfilment. Sexual activity at an early age is deemed acceptable. Regular masturbation is a sign of growing sexual maturity. Pornography offers a natural way to explore new sexual activities and increase one's sexual pleasure. Contraception should begin at an early age. And sexually transmitted diseases are an unfortunate obstacle to unlimited personal fulfilment.



Most, if not all, of these ideas may be found in a range of sex-ed booklets aimed at primary level children. Such booklets are widely available from outlets like Amazon and the Book Depository. And much of it is being incorporated into formal sex education courses for primary school children in the U.K. and elsewhere.

Some of these ideas were formerly taught only at secondary level but are now being taught at primary level. This downward drift would seem to be a trend across Europe and America. While sado-masochism, group sex, rape, pedophilia, and prostitution are currently being discussed exclusively at secondary level (as far as we know), we should not be surprised if they gradually make their way to primary level over the coming years.



This book is deemed suitable for a child of 6.

The power and influence of the sex industry

How did earlier generations manage without all of this? How did they succeed in negotiating the 'terrifying' challenges posed by human sexuality? Well, if the countless letters, diaries and other written records left by earlier generations are any measure, they managed perfectly well indeed.

The sex industry today is a grotesque deception. It is an immensely lucrative international business devoted to the moral subversion and emotional enslavement of countless millions of people. And like any corporate enterprise it operates in accordance with a business plan, a strategy which seeks to expand the range of services that it offers and increase its market share and customer base.

Sex and Making a Baby

For an egg and sperm to get together, a man and a woman need to get together. They might start by kissing and touching each other with their clothes off. For adults, it feels special and exciting, and soon the woman's vagina becomes wet and the man's penis becomes hard – a bit like the erections that little boys get, but with a very different feeling.

The man slides his penis into the woman's vagina and their bodies fit together, rather like a puzzle.



A detailed description of sexual intercourse from Fiona Katauskas' book.

The Amazing True Story of How Babies are Made

by Fiona Katauskas (2015, 32 pages). Published in Australia.

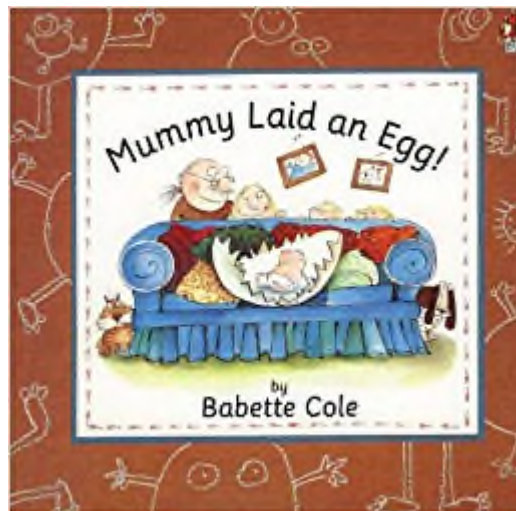
Intended for children aged 5 and over.

Shortlisted for the Eve Pownall Award (Australia) for 'Information Books'.

Sold by KMart in the U.S.

Mummy Laid an Egg! is a 40-page child sex-education booklet, published in 1995, aimed at children aged 5-7, written by bestselling children's author Babette Cole.

The following excerpts speak for themselves:



[Front cover]

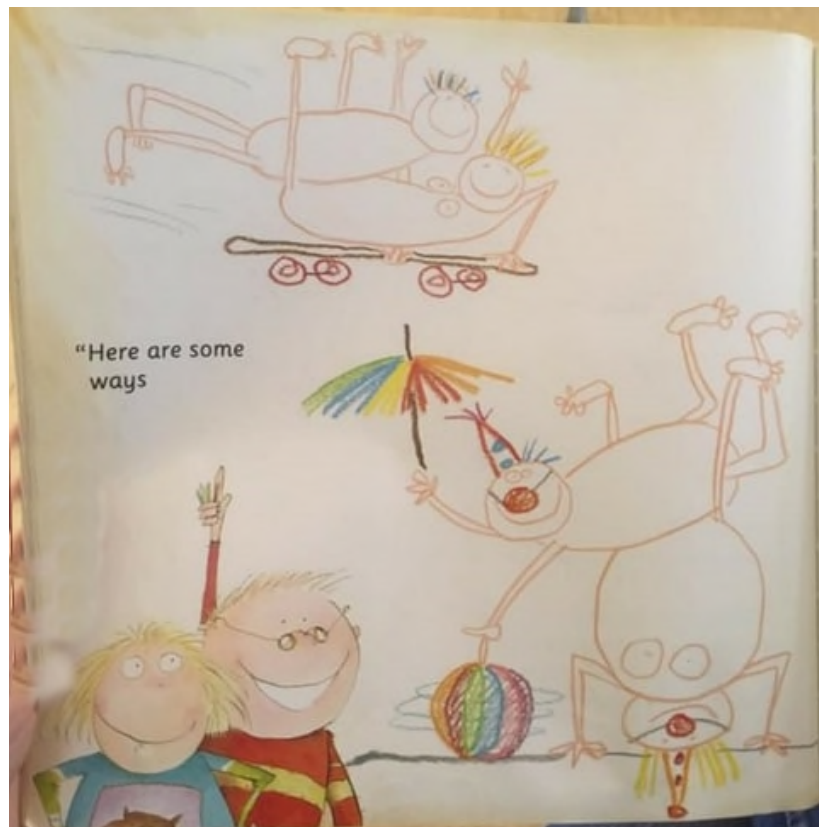
***Perfect mini picture books to
collect and to treasure.***

Mum and Dad decide it's time their
children knew the facts of life, but
what they tell them is a load of rubbish!
Looks like it's up to the children to put
Mum and Dad right on a few things...

'Brilliantly funny'
SUNDAY TELEGRAPH

[Blurb on back page]

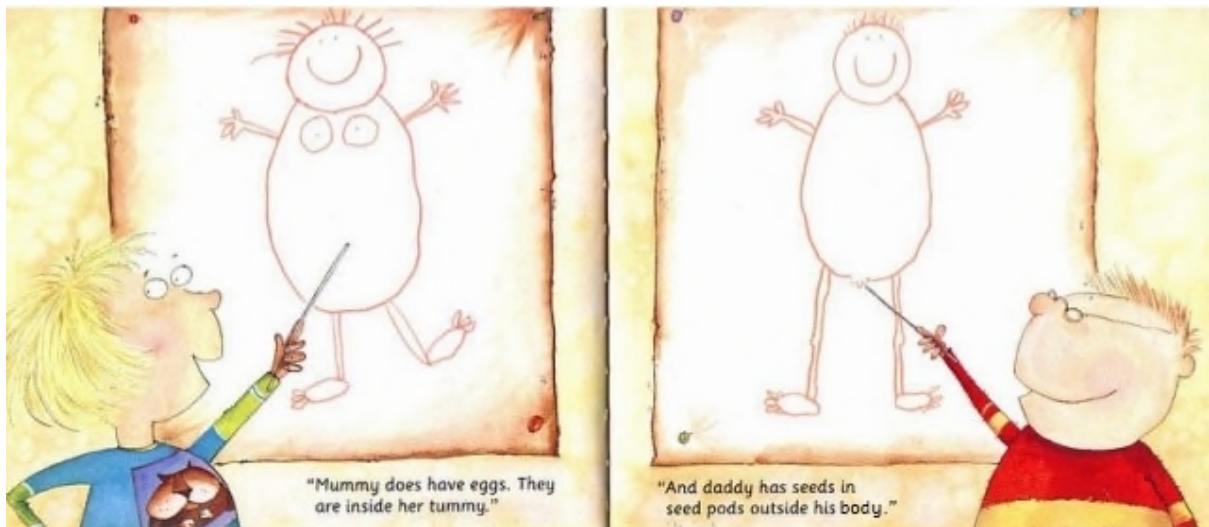
[Facing pages below]



“Here are some ways...”

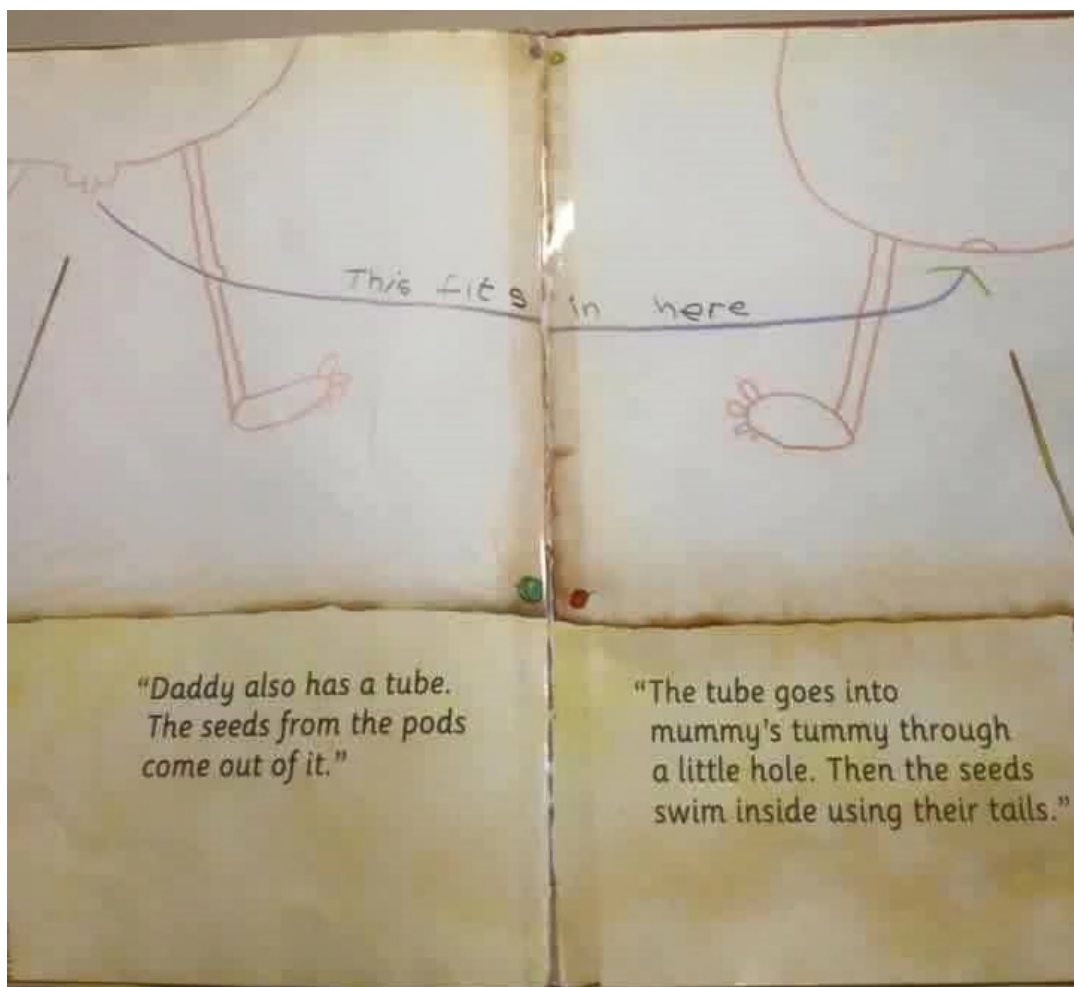


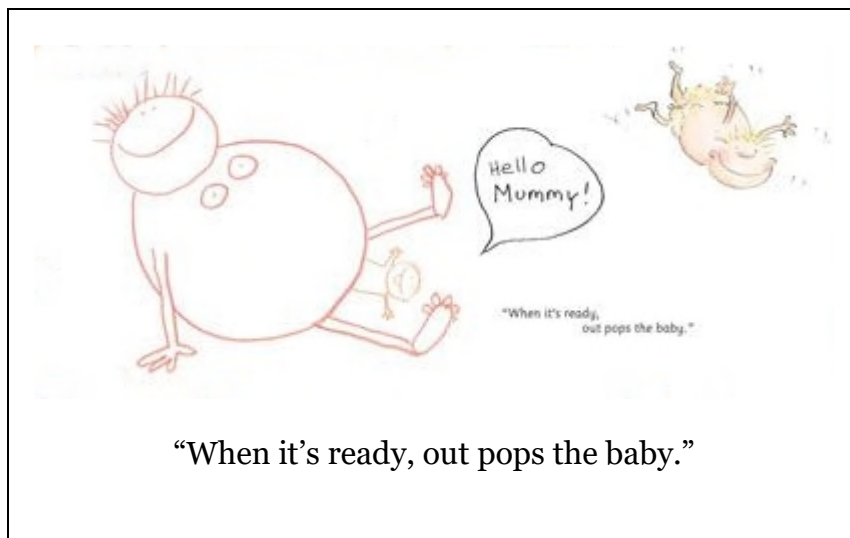
“...mummies and daddies fit together.”



"Mummy does have eggs.
They are inside her tummy."

"And daddy has seeds in seed
pods outside his body."





These graphics convey a dense compendium of sexual material which could easily overwhelm a child of 5 (or 7, or 9...). It almost rejoices in its own vulgarity. It is completely divorced from any sense of parental responsibility or moral purpose. The idea that sexual contact is part of a far greater interpersonal experience is entirely absent.

Among its many themes we find sexual intercourse between the child's parents, naked parents treating sex as playtime for adults, a variety of mating positions, pregnancy and childbirth (with the child emerging from the birth canal), female genitalia, male genitalia, vaginal penetration, sperm motility, and eggs growing in the mother's womb.

Furthermore, the boy and the girl in the booklet are portrayed as precocious little know-alls who enjoy showing off their 'adult' knowledge and drawing sexually explicit cartoons.

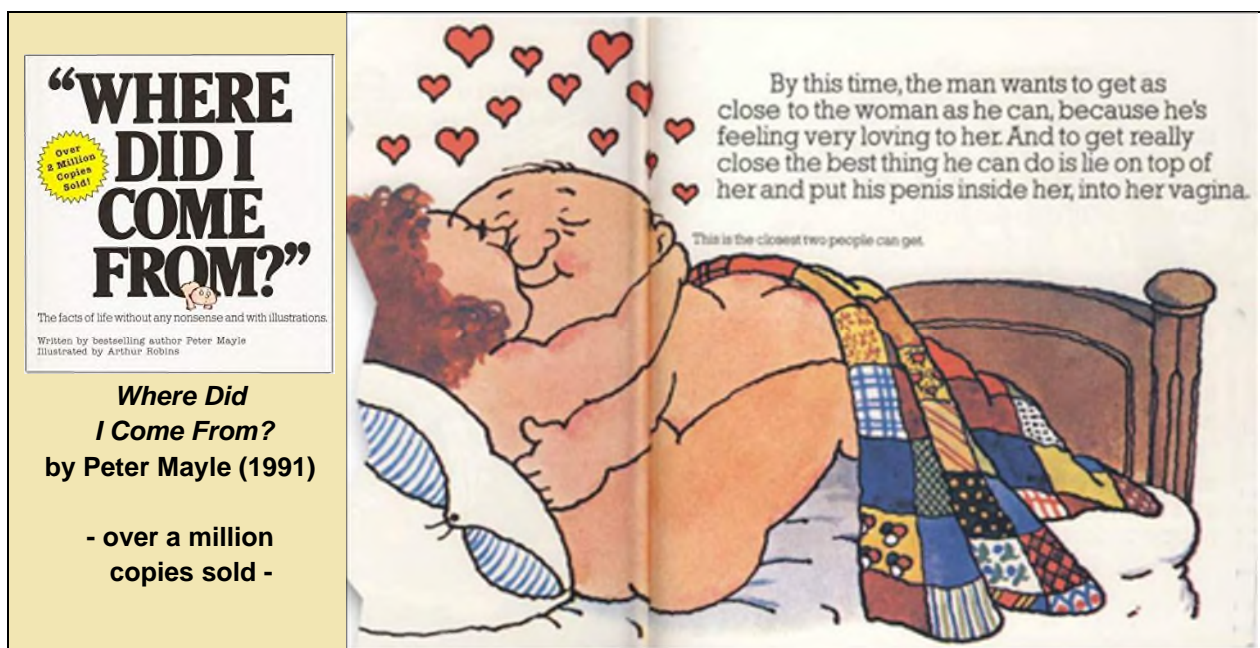
An anarchic contempt for the spiritual purpose of human sexuality is evident throughout.

This is partly why the sexualization of our children is such a boon to this subversive industry. Every vulnerable child whose mind is imprinted with erotic ideas and repressed desires will seek further ways to fulfil his fantasies as he grows older. The sex industry will profit greatly from the continual influx of new customers, lured imperceptibly by offerings which they are unable to resist.

Another aim of child sexualization

The other major aim of child sexualization is even more obvious – the destruction of traditional morality and the institutions which support it. Invasive sex education is a thinly disguised attack on Christianity, where multiple targets are assailed simultaneously and dissected with pernicious glee by the Marxist cabal who design these so-called courses.

Marriage is portrayed as a form of enslavement, a relic of patriarchal domination which radical feminism – another Marxist poison – routinely condemns. Gender is treated as a social construct, a spectrum of psychological states with no enduring biological basis.

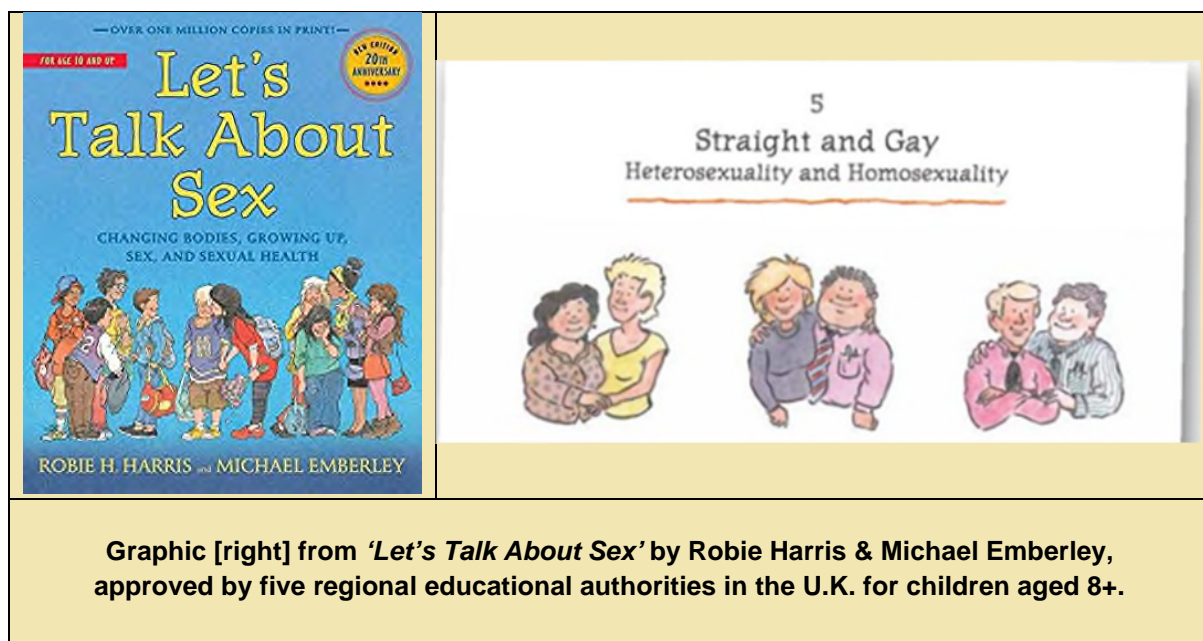


"In the gay life, fidelity is almost impossible. Since part of the compulsion of homosexuality seems to be a need on the part of the homophile to 'absorb' masculinity from his sexual partners, he must be constantly on the lookout for [new partners]."

– William Aaron (homosexual author), from his autobiographical book, 'Straight'

Homosexuality is regarded as just another expression of human sexuality, analogous to ‘heterosexuality’, yet another Marxist invention. The pathology of homosexuality is ignored, with its deeply disturbing range of self-destructive behaviors – group masturbation, fisting, rimming, anal penetration, bath house prostitution, relentless promiscuity, serial anonymous couplings, Grindr hook-ups, sado-masochism, amphetamine-fuelled sex parties, hardcore pornography, eating disorders, chronic depression, alcoholism, domestic violence, serious intestinal infections, the eroticization of urine and faeces, numerous diseases and health conditions, ‘open’ marriages’, serial adultery, appalling isolation and loneliness, endless romantic entanglements and disappointments, heartbreaking suicides, and a greatly foreshortened life expectancy.

You can be quite sure that none of these so-called courses on “sex and relationships” will come remotely close to explaining the dark reality behind the so-called ‘gay’ lifestyle. After all, the goal of Marxism is to infiltrate, undermine and destroy the ‘old’ world order, and what better way to do this than to wreck the emotional lives of our children?



The ‘gay monogamy’ myth

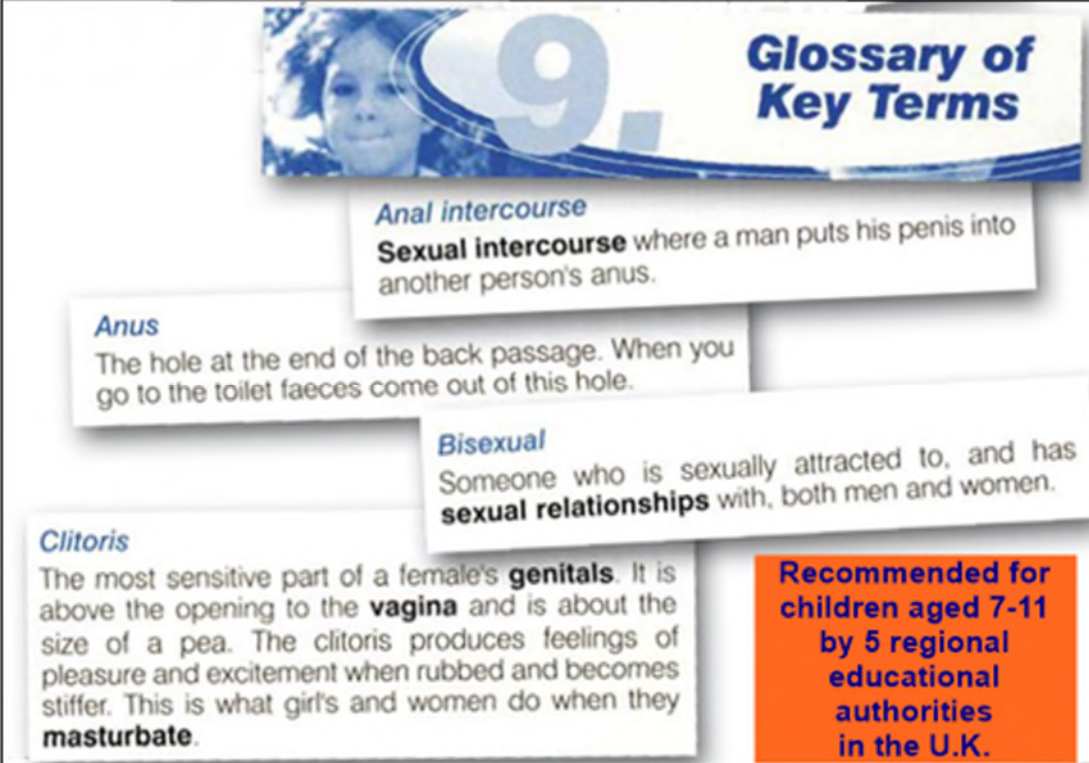
The myth of the monogamous homosexual couple who have been living together for 20 years has been promulgated in the most cynical fashion by the media. Here’s how two Harvard-trained social scientists, both of whom are homosexual, described the reality behind the myth:

“...the cheating ratio of ‘married’ gay couples, given enough time, approaches 100%... the gay community has never had any tradition of faithfulness... Many gay lovers, bowing to the inevitable, agree to an ‘open relationship’... [for] sexual or cohabitational convenience... The lovers – we should say, ‘roommates’ – tend to become mere collaborators on the prowl, helping each other look for tricks to take home for a *ménage a trois*.”

- *After the Ball*, Kirk & Madsen, 1989, p.330-331

The transgender aspect of sexual indoctrination is especially dangerous. By getting a child of six to question his gender, the perpetrator – for that’s what he is – is committing sexual abuse. No child should have his tender mind invaded in this way, where one of the most fundamental aspects of his identity is called into question. Would it be natural to suggest to a child that he might be adopted, rather than the natural child of his parents? Of course not! So how can it be any less damaging to get the child to question his gender?

No one has yet been born in the wrong body. No one. It is simply an absurd notion invented by tricksters whose only goal is to undermine the natural order established by God. They delight in coming up with questions which confuse the gullible and make us doubt our own sanity. Having agile minds and a facility for twisting natural ideas into strange new shapes, they can make good seem evil and evil good. The Frankfurt School of the 1940s, which forged many of the tools being used today by Cultural Marxism, was run by men of this type, men who used their intellectual gifts for a dark, pathological purpose.



9. Glossary of Key Terms

Anal intercourse
Sexual intercourse where a man puts his penis into another person's anus.

Anus
The hole at the end of the back passage. When you go to the toilet faeces come out of this hole.

Bisexual
Someone who is sexually attracted to, and has **sexual relationships** with, both men and women.

Clitoris
The most sensitive part of a female's **genitals**. It is above the opening to the **vagina** and is about the size of a pea. The clitoris produces feelings of pleasure and excitement when rubbed and becomes stiffer. This is what girls and women do when they **masturbate**.

Recommended for children aged 7-11 by 5 regional educational authorities in the U.K.

Sexual predators want children to be sexualized

There is yet another aspect to the Marxist program of child sexualization which the mainstream media will never open for discussion. This is the extent to which a sexualized child is vulnerable to grooming by a sexual predator. The inappropriate material – imagery, terms and behaviors – which a young child acquires through ‘objective’ sex education will make him far more responsive to the wiles and enticements of a pedophile. Now that his curiosity regarding such matters has been activated and his desire to explore this aspect of himself has been awakened prematurely, a child will be far more likely to wander into harm’s way.

Pedophiles groom their intended victims over a long period. They are often immensely patient and will follow a step-by-step strategy, designed by their kind, to win the trust of a child and lure him into a trap. There is no doubt that the grooming techniques used by predatory pedophiles take account of the sexual material to which a child has already been exposed. The more material the child has absorbed, the more hooks the pedophile has to dangle before his victim.

The Marxists are even trying to categorize pedophilia as a psychiatric disorder. The pedophile, they say, is a ‘minor-attracted person’ or MAP. Seemingly he was ‘born that way’ – just like the homosexual – and deserves our sympathy. By adopting this vile tactic the Marxists hope to get parents to be less vigilant when protecting their children from pedophiles. After all, the experts are now saying a MAP is not a monster.



The pedophile 'Minor Attracted Persons' (MAP) flag.

The sexualization of our children will be a boon to pedophiles. They will be able to hunt their quarry in a greater variety of ways than ever before. Even prudent and discerning children will lose some of their reserve around strangers, and will be more easily drawn into conversations which should never take place.

Are the architects of the New World Order aware of this? Of course they are! They want to produce an entire generation of emotionally damaged people, a society that is easy to manipulate and intimidate, an army of obedient slaves who lack the courage and self-respect needed to challenge their masters.

Child sexual abuse is a form of emotional dominance and enslavement. Deeply hurt, the inner child continues to weep and grieve far into adulthood, producing a person with a fractured personality, someone who – despite all appearances to the contrary – will always compromise with authority and do whatever he is told.

PART 2

What the State is Planning

Chapter 7 of the *Joint Committee on Education and Skills Report on Relationships and Sexuality Education* (January 2019) set out 24 ‘Findings and Recommendations’ which impinge directly on everything that the NCCA is addressing in its draft report. Furthermore, as noted earlier, there is no suggestion anywhere in the draft report that the NCCA will pursue a course which differs in any substantive way from what the Joint Committee is proposing. In light of this we comment below on a number of these ‘Findings and Recommendations’ and identify their many defects:

Finding/Recommendation #1.

“The Committee noted that the curriculum for SPHE was published in 1999 and believes that this needs to be updated. Additionally the curriculum needs to be delivered to students from an earlier age.” [Note: SPHE stands for Social Personal and Health Education.]

This is neither a finding nor a valid recommendation. Rather, as stated, it is merely something that the Committee “believes”, a self-serving assumption which opens the door to whatever it later decides to recommend. It also implies that “an earlier age” is whatever age the Committee considers appropriate – which is simply begging the question.

Finding/Recommendation #3.

“The Committee recommends that the SPHE/RSE curriculum is updated to give consideration to the significant and welcome changes that have taken place in Ireland in order to produce a gender equality-based, inclusive, holistic, creative, empowering and protective curriculum.”

This is progressive double-speak, designed to imply that the liberal agenda which the Committee wishes to incorporate into the revised curriculum is “significant and welcome.” This has not been established in an objective or evidence-based way, but is merely an opinion held by the Committee. It also denigrates the existing curriculum without justification. For these reasons it does not qualify as either a finding or a recommendation.

**"Few homosexual relationships last longer than two years,
with many men reporting hundreds of lifetime partners."**

– M Pollak (1985) *Western Sexuality: Practice and Precept in Past and Present Times*

Finding/Recommendation #4.

“The Committee recommends that RSE and SPHE be taught at primary level in an age and developmentally appropriate manner, with due regard for the integrated nature of RSE in the methodologies chosen. Consideration must also be given at post-primary to the methodologies chosen that will be most supportive and inclusive for students.”

This recommendation is made without supporting evidence. It is merely the Committee’s opinion. Where is the wealth of evidence to show that primary-age children are suffering from even a moderate lack of sex-related information appropriate to their age? It has not been provided by the Committee because it doesn’t exist.

By making this recommendation the Committee is assuming that it is possible to present age-appropriate RSE information to a primary-age child in a standard classroom setting. Again no evidence is offered to support this sweeping assumption. One would think the Committee had never heard of Piaget or Froebel or Montessori, all of whom emphasize the remarkable plasticity, individuality, and variation in the maturation and development of young children.

Finding/Recommendation #5.

“The Committee recommends that outside providers of RSE be regulated by the DES or HSE to ensure consistency and accuracy of information provided to students.” [Note: DES stands for Department of Education & Skills.]

This recommendation is cunningly designed to gloss over the fact that the Committee intends the curriculum content to be delivered by an outside agency. Apparently sophisticated skills are needed to impart this emotionally challenging information to a young child. If a primary teacher is unable to deliver developmentally appropriate information to his or her students, then one must ask why not? Could it be that the RSE information is entirely inappropriate, necessitating the use of specially trained facilitators to make this bizarre and upsetting material seem normal? Furthermore, the use of outside facilitators will make it almost impossible for the child, if he is troubled by anything in the Curriculum, to discuss it with his regular teacher.

Finding/Recommendation #8.

“The Committee recommends that any updated SPHE and RSE programme be fully inclusive of LGBTQI+ relationships and experiences including sexual orientation, gender identity and the spectrums thereof. Consideration should be given to the inclusion within curriculums of LGBTQI+ specific sexual health issues and the presentation of LGBT relationships without distinction as to their heterosexual counterparts.”

Again we have a subjective opinion masquerading as a finding. We also have a startling absence of objective evidence. On what scientific basis are we to believe that ANY primary-age child needs to know anything about aberrant or unnatural sexual behavior? The Committee is making a value-laden decision for all parents when it claims that LGBTQI+ relationships are normal. A great many parents do not regard them as normal. Therefore a great many parents would reject out of hand any primary-age propaganda presented by the state that would imply otherwise.

We note also the use by the Committee of a “+” at the end of the LGBTQI acronym. The “P” for pedophilia is missing, but space is being made for “Minor Attracted Persons”. The “+” is also a coded way of saying that this entire gender-bending agenda – set by humanists, atheists, and Marxists – will continue to expand and, as it does, more material will be added to the Curriculum.

Finding/Recommendation #10.

“The Committee recommends that sexual consent forms an integral and fundamental part of all discussions on and reforms of SPHE and RSE and it is delivered in an affirming context where positively framed sexual experiences are the focus.”

The notion that “sexual consent” should figure anywhere in a curriculum for a primary-age child is simply insane. Even where sexual consent might feature in RSE at secondary level, it is not the role of the state to prescribe what might constitute an “affirming context”. For many parents the affirming context is marriage or marital commitment. The phrase “positively framed sexual experiences” is evidence that the Committee sees sexual relations largely as an experimental or recreational activity. The Report as a whole conveys the same impression.

Finding/Recommendation #11.

“The Committee recommends that the negative impact of pornography forms an integral and fundamental part of all discussions on and reforms of SPHE and RSE reinforcing positively framed sexual experiences.”

We can only assume that any discussion of pornography, as it relates to these proposals, will be confined exclusively to second level. However, we can’t really be certain. The failure to make this explicit is symptomatic of the nonchalant and disingenuous attitude that pervades the Report. There is little or no acknowledgement that its many proposals will have major moral, emotional, social and spiritual implications for tens of thousands of young and vulnerable children. Where one would normally expect to find a deep and penetrating analysis of a complex subject, we find instead a lamentable potpourri of opinions and anecdotal evidence culled from surveys, consultations and workshops, all strung together as though it constituted a robust examination of a serious matter.

Why should a child, even one as old as sixteen, receive guidance of any kind from a stranger about pornographic material? In what way is the state-appointed stranger qualified to assess whether anything he says to a child is appropriate, relevant, or correctly interpreted? How will he know whether or not the emotionally charged material which he is discussing, and the images he is using to support his presentation, is not causing distress or confusion for the child?

The assumption that a child of any age should receive formal instruction about pornography is simply bogus. It has no scientific validity and runs counter to generations of experience. If a child has any questions regarding such matters, he can speak with his parents. They alone are qualified to impart the insights and information appropriate to his age, his level of understanding and his emotional development, in a manner consistent with his moral and spiritual upbringing.

The cavalier attitude in the Report towards pornography borders on deliberate deception. As a subject of discussion, pornography is inseparable from masturbation. What right has a stranger appointed by the state to discuss masturbation – or a topic substantially connected with masturbation – with a schoolboy or schoolgirl? They have no right – none whatsoever. When the state presumes to have the authority to inveigle its way into the emotional lives of our children, it has gone too far. What we are now witnessing, in this Report and in other areas of government interference, is social engineering and state propaganda disguised as “education.”

Finding/Recommendation #12.

“The Committee recommends that reproductive health care forms an integral and fundamental part of all discussions on and reforms of SPHE and RSE.”

The Committee might at least have had the integrity to state what it really means by this, namely, contraception and abortion. We are asked to believe that contraception and abortion are an “integral and fundamental part” of all discussions regarding RSE. This is an astounding conclusion, given that not one shred of scientific evidence is given to support it. It merely reflects the prejudices and preferences of the Committee, a declaration that their particular outlook on these matters ought to be imposed on the rest of society. The arrogance behind all of this is breath-taking. While professing to be impartial and to have engaged in a fair and open consultative process, we can see in this “recommendation” nothing but the secular, humanist and Marxist credentials of its members.

One third of the electorate of Ireland voted against abortion in the referendum in 2018, and yet we expected to believe that their views have been taken into account in this recommendation, or indeed in any of the outrageously liberal recommendations made throughout the Report. In reality the process has been highjacked by the radical liberal wing of Irish politics, the cadre whose sole purpose is to eliminate traditional Biblical values from Irish society (which the draft NCCA Report covers under the word “ethos” – see below).

Findings/Recommendations #13, #14, and #15.

“13. The Committee recommends that clarity and direction is given by the DES regarding how schools and colleges, under religious patronage, should implement a comprehensive RSE programme so that all children and young people are treated equally.

“14. The Committee recommends that the Education Act 1998 be amended or at least reviewed, so that ethos can no longer be used as a barrier to the effective, objective and factual teaching of the RSE and SPHE curriculum to which every student is entitled.

“15. The Committee recommends that the necessary legislative amendments required to remove the role of ethos as a barrier to the objective and factual delivery of the RSE and SPHE curriculums be made as soon as possible and at the latest by the end of 2019.”

Taken together, these three “recommendations” must surely constitute one of the most egregious attacks ever made on traditional values in Irish society. Anything that stands in the way of the government’s Marxist, atheistic, humanist agenda is defined as “a barrier”. Well, we would have you know that this so-called “barrier” built the Ireland that the Committee and its advocates seem determined to destroy.

It is notable that no fewer than three of the Committee’s recommendations are devoted to the removal of this alleged “barrier.” The draft NCCA Report also treats *ethos* – a commitment to traditional values – in a fairly dismissive fashion. Obviously, if the gender-bending sexual revolution is to be imposed on the Irish people, the opposition must be vilified in some way. They are portrayed here as contrarian troublemakers whose old-fashioned religious values are incompatible with the “brave new world” that the Marxists envisage.

Note also the haste with which this nasty piece of legislation is to be introduced, by end-2019 “at the latest”! The opposition must be silenced before it has a chance to realize just how deceitful and dangerous these proposals really are.

Findings/Recommendations #18, #19, and #20.

“18. The Committee recommends that additional resources to be made available to boards of management and principals to support the whole school approach to RSE.

“19. The Committee recommends, in light of the NCCA’s support of external funders to deliver RSE and SPHE, that the Health Service Executive should allocate more resources to schools as a result.

“20. The Committee recommends that, in light of the envisaged continuing role of external funders in delivering RSE and SPHE, the DES and, insofar as it has a role, the HSE allocate sufficient resources to all schools to ensure the delivery of the curriculum in an effective and consistent manner.”

While the country suffers from a scarcity of resources to address a litany of social problems – homelessness, excessively long hospital waiting lists, communities ravaged by drugs and crime, a shortage of affordable creche facilities, exorbitant rental costs, the increasing incidence of Alzheimers and Autism, rising homecare costs, educational disadvantage, and so forth – the Committee has the audacity to make no fewer than three recommendations seeking resources for a programme whose only purpose is to sexualize innocent children. It beggars belief.

Finding/Recommendation #22.

“The Committee recommends that an interdepartmental approach to Sexuality Education and Health is taken in the form of a strategy for young people and children from 0-18. All opportunities available should be taken to improve RSE for children and young people both in and outside of school. This includes specific health promotion in by relevant state agencies to support parents and students.”

Here we have an umbrella provision which is meant to cover every child in the state, regardless of their age or whether or not they are attending school. It is extraordinary to think that the Committee believes it is entitled to make recommendations pertaining to RSE which extend to newborns and tiny infants. This is Marxism in its true colours, where the state presumes to “own” its citizens and to have the authority to prescribe how everyone should live, from the cradle to the grave.

If the reader doubts the extent to which the state intends to control and shape our children, dwell on this recommendation. It is astoundingly arrogant, steeped in the belief that the state alone can decide what is best for any child. Parents, if they are acknowledged at all, are peripheral to the entire process. They too will be told what to do, and if they resist, they will be treated as a “barrier” that has to be removed.

Finding/Recommendation #24.

“The Committee recommends that all efforts should be made to provide barrier-free training and Continual Professional Development for teachers in RSE and SPHE and all teachers about RSE and SPHE to improve practice in schools because of the integrated nature of RSE across subjects and the school day. The Committee recommends a guaranteed and ring-fenced fund for this area annually.”

Here it is again – “barrier-free training”. Should any teacher have the temerity to question the curriculum, or to balk at its implementation, they will be dealt with accordingly. No school will be allowed to exempt itself, and those which try to do so will very likely be punished in some fashion, whether through the loss of state funding or a cut in their number of state-paid teachers.

“Unto the pure all things are pure: but unto them that are defiled and unbelieving is nothing pure; but even their mind and conscience is defiled.” (Titus 1:15)

PART 3

What the new Curriculum is likely to contain

The expected contents of the proposed Curriculum

Since neither the Joint Committee Report nor the draft NCCA Report give details of the proposed Curriculum, we are obliged to sketch out its possible contents, based on statements in the two reports and the kind of material used in other countries. Books published for children on the theme of RSE over the past 20 years also give a good indication of what is envisaged (The excerpts and images shown in Part 1 should be reviewed.).

Godless humanism

1. The Curriculum will be prepared on the basis that there is no natural moral order, that man alone decides his destiny and his values. While it is unlikely to declare that God does not exist, everything it teaches will be based on the premise that there is no Creator, that man “evolved”, and that all religions are equally valid and equally meaningless.

Sex as an autonomous human experience

2. Sex will be treated as a human experience which needs to be optimized. Any perceived impediment to sexual fulfilment will be portrayed as repressive and potentially harmful. Sex and marriage will be entirely disconnected, though this, too, will be done in a subtle way.

Gender fluidity

3. Gender will be taught as a spectrum of several possible states, one of which is consciously chosen by the individual. Biology will no longer be taught as the basis of gender, and the traditional male-female dichotomy will be rejected. Children will also be taught that they may change their ‘preferred’ gender later in life, or decide to have no gender at all.

The crime of misgendering

4. The terminology pertaining to gender will be changed. A new set of state-approved pronouns will be introduced, such as “ze” for a person whose gender is not explicit. It will be a crime (“misgendering”) to refer to someone by using a pronoun which they believe does not, or should not, apply to them.

Existential self-examination (“brainwashing”)

5. Children will be taught to question their gender, to consider whether they may possibly “fit” somewhere else along the spectrum of gender states. They will be asked to ponder the possibility that they were born in the “wrong” body. The Curriculum will withdraw the right of permanent gender identification, even from boys who want to be treated always and only as boys, or girls who want to be treated always and only as girls.

Gender reassignment procedures

6. The technology available to facilitate gender reassignment will be described, including surgery and hormone therapy. Hypothetical cases will be used to explain the steps involved. Children will be encouraged to look at video diaries on YouTube which record the experiences, day by day, of people who underwent a sex change.

Abortion as a “human right”

7. Contraception and abortion will be treated matter-of-factly as a “human right.” There will be no consideration of their moral implications. The emphasis will be on safety and effectiveness. Children will be taught how to use condoms, spermicidal jellies, pessaries, and other devices. The mechanics of abortion, if discussed at all, will be rudimentary, with scant attention given to the right-to-life of the unborn child or the brutality of the procedures used to “terminate” him or her.

The promotion of sodomy

8. Homosexuality will be treated as morally and physically equivalent to ‘heterosexuality’. The fact that sodomy has blighted and destroyed the lives of countless young people will be ignored. The Curriculum will gloss over or ignore entirely the many damaging aspects of the homosexual ‘lifestyle’ (which we have listed in Part 1). This damage is both physical and psychological, sometimes life threatening, and often life-shortening. The more gruesome aspects of homosexual sex, such as fisting, group masturbation and sado-masochism – despite being fairly common – will be downplayed or ignored. So too will the homosexual’s obsession with pornographic videos, especially those which feature under-age boys.

Promiscuity as a lifestyle choice

9. Promiscuity will be treated as a subjective issue. The Curriculum will claim that some people need more sexual activity than others and should not be judged for choosing a promiscuous lifestyle. The morality of promiscuity, if it is addressed at all, will focus on the needs of the individual and his or her lifestyle choices.

Sexual experimentation

10. Sexual relations will be presented as a fulfilling human activity with no necessary connection to procreation. Children will be told that experimentation is “natural” and that there is no ideal age at which to have one’s first sexual experience. Everything depends on the individual and his needs.

Pornography and masturbation

11. Masturbation will be encouraged on the grounds that it is “natural”. So too will the use of ‘mild’ pornography as a masturbatory aid. Various masturbatory practices will likely be described.

Relationships will be perceived through the lens of sex

12. Whatever instruction the children will receive regarding interpersonal relations will be in the context of 1-11 above. The R in RSE will be the junior partner. One way or another all romantic relationships will be parsed and analysed by reference to sex – when it is introduced into the relationship, how often it is practised, its role in the relationship, positions adopted, contraceptives used, differing expectations, and so forth.



“I hear Polly was kicked out of school.”

“Yeah, she was caught using the word ‘virginity.’”

We are not in a position to comment in more detail on the impact that the Curriculum will have – or the damage it will do – until we know how much of this material will be taught at each age level. Clearly it is intended to teach a large part of it at Primary level, though how much is not specified. The Report is deliberately vague on these matters, presumably to make it as difficult as possible for concerned parents and members of the public to make substantive comments.

There is no doubt that this flagrant attack on human decency will delight the ever-growing ranks of Irish atheists, humanists, Marxists, and Wiccans. If ever a programme was designed to undermine the traditional fabric of Irish society, this is it. These people despise Christianity and see it as the greatest single obstacle to the imposition of their supposed utopia. Already the British courts are ruling that the Bible is unlawful to the extent that it denies certain human rights (“incompatible with human dignity” – Judge Perry, 26 September 2019). The proposed new Curriculum is a cynical assault on the morality and interpersonal relationships that defined our nation for centuries. Now, within a generation, these will be thoroughly overturned and replaced with a cultural ethos grounded in hedonism, promiscuity and self-interest.



PART 4

The proposed new Curriculum contravenes the Constitution

The Constitution

When we compare some key provisions in the Constitution with what the Report is proposing, we find that it utterly disregards many of the Articles which are clearly intended to protect the family from state interference. We will examine eight of these:

41.1.1° The State recognises the Family as the natural primary and fundamental unit group of Society, and as a moral institution possessing inalienable and imprescriptible rights, antecedent and superior to all positive law.

If the family is the primary and fundamental unit of society, then the parents, as the head of the family, have sole responsibility for the moral and spiritual development of their children. The state has no role in the matter, except to the extent that the parents allow. Even then the role that the state may play is extremely limited since the rights in question are inalienable. The proposed Curriculum, to the degree that it permits the state to exercise any discretion in the moral and spiritual development of a child, is repugnant to Article 41.1.1 of the Constitution. No parent can be compelled to surrender any aspect of this role to the state, nor can their role be constrained in any way by positive law.

41.1.2° The State, therefore, guarantees to protect the Family in its constitution and authority, as the necessary basis of social order and as indispensable to the welfare of the Nation and the State.

If the government were to go ahead with the proposed Curriculum, in particular on a mandatory, no-barrier basis, it would be in breach of the guarantee given in this Article.

42.1 The State acknowledges that the primary and natural educator of the child is the Family and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children.

This Article elaborates upon the inalienable rights described in and protected by Article 41.1.1. It states that responsibility for the religious and moral education of the child is vested in his or her parents and is exercised within the family unit. The Article expressly declares that the state has no role in these matters and “guarantees to respect” the rights of the parents. The authors of the two Reports have shown a scandalous disregard for these rights, both in the invasive nature of their proposals and in their cynical refusal to even acknowledge that the Constitution has a direct bearing on what they are proposing.



**"And then the Minister said,
'Of course we respect Biblical values'!"**

42.2 Parents shall be free to provide this education in their homes or in private schools or in schools recognised or established by the State.

What a marvellous provision! It is doubtful whether any other country in the world, having a written Constitution, includes such a guarantee. Basically it is saying that, where the state cannot be trusted to educate a child, the parents can educate him or her at home. This Article makes it abundantly clear that the parents alone decide the adequacy and suitability of the material taught by the state in its schools. The parents alone! And if they are not satisfied they can take immediate action to rectify the situation. The state therefore has no authority to insist that certain material – including this pernicious Curriculum – must be taught to a child. Nor can it enact any positive law to dilute this guarantee. Thus the concept of a “barrier” to which three of the recommendations by the Joint Committee allude is repugnant to the Constitution.

42.3.1° The State shall not oblige parents in violation of their conscience and lawful preference to send their children to schools established by the State, or to any particular type of school designated by the State.

This Article establishes the concept in Irish law of parental conscience, a concept which supersedes any provision made in positive law. If parents are of the view that the material taught by the state is in violation of their conscience – in effect, their moral and spiritual values – they are fully entitled to tell the state to mind its own business. The state has no power to impose any moral or spiritual value on a child with which the parents are not in complete agreement.

42.3.2° The State shall, however, as guardian of the common good, require in view of actual conditions that the children receive a certain minimum education, moral, intellectual and social.

This Article places an onus on the state to provide every child with a basic education, “moral, intellectual and social.” Insofar as it includes a moral dimension, it must be consistent with all of the provisions of the Constitution. Thus the state is obliged under the Constitution, not only to exclude from its Curriculum any moral components which violate the conscience of the parents, but to positively include components which reflect and respect it.

42.4 The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.

Here we have yet another Article which stresses the rights of parents, and does so with specific reference to “the matter of religious and moral formation.” Could anything be plainer! And yet the Joint Committee saw fit to publish its blatantly unconstitutional recommendations without the least regard to the many protections in the Constitution which reject out of hand what they propose. By the same token, the NCCA released a draft Report which adumbrates an approach to RSE which plainly conflicts with several Articles in the Constitution.

The arrogance shown by the NCCA and the Joint Committee in this regard is deeply troubling. They are behaving as though the Constitution did not exist and that, in their peerless wisdom, they are entitled to make laws compelling the people of Ireland to raise their children in accordance with the godless, hedonistic values of Marxism and the so-called ‘new world order.’ Shame on them, and shame on a government that permits such abuses to take place.

42A.1 The State recognises and affirms the natural and imprescriptible rights of all children and shall, as far as practicable, by its laws protect and vindicate those rights.

This, too, is an immensely important Article, but it is being hijacked by the Marxists. The “natural and imprescriptible rights” of a child are not those defined by the United Nations, UNESCO, the WHO or any other international body – as the Marxists would have us believe – but, as the Constitution says, rights which precede all positive law. If the UN decrees that abortion is a “human right” and children have a “right” to choose their gender, its opinion carries no weight under Irish law. This Article specifically confers on the people of Ireland the right – the right! – to frame laws consistent with their understanding of this Article, having regard to the Constitution as a whole and other rights enshrined within it.

Ireland is greatly blessed with a Constitution which rejects again and again the ambitions of totalitarian governments and the naked ambition of Marxist parties like Solidarity. It was written at a time when both Marxism and Fascism were wreaking havoc across Europe. Its authors had a keen sense of the dangers that lay ahead if the government of Ireland, or its parliament, was ever infiltrated to a marked degree by people with a covert totalitarian agenda (which has already happened).



They also included, in its Preamble, a reference to the ultimate authority from which all laws derive, namely “the Most Holy Trinity,” and the Constitution itself is presented to the people of Ireland “In the Name of the Most Holy Trinity.” Furthermore, it acknowledges our obligations to “our Divine Lord, Jesus Christ.” Remember, the nation as a whole approved this document in 1937, and until it decides otherwise in a national plebiscite, these words and the legal sentiment behind them must inform our understanding of its Articles.



The devil's handcuffs?

PART 5

Who benefits from this sexual revolution?

Let's be very clear – this IS a sexual revolution. The state intends to appropriate a key element in the emotional and psychological development of our children and take it entirely out the hands of their parents. It will then teach a sophisticated programme on sexuality which has been designed by 'experts' to impart the secular values of international humanism. This will expose children at a very young age to emotionally challenging ideas and imagery that are almost certain to be – in a great many cases – far beyond their capacity to absorb. The material will greatly hasten their sexual awakening and force them to deal with issues which are completely inappropriate for their age and level of development. It will also drive them prematurely into sexual activity and stoke desires that many will be unable to handle. Apart from the immediate damage that this will do, our children will lose much of the innocence and security that are needed for their normal emotional and intellectual development.

This programme will be imposed (not offered) by the state, with coercive and punitive measures being taken against parents who object or wish to opt out. Their children will be compelled to think about the role of sex in their lives while they are still at primary level. They will be asked to question their gender and their sexual orientation, and to envisage scenarios which have no meaning or application in their personal lives. Long before they reach puberty they will be encouraged to explore and dwell upon any erotic feelings they may have and to interpret them in wildly inappropriate ways.

At present most, if not all, of the educational material given to a child at primary level is meant to be applicable in some way in their daily lives. However this cannot possibly hold for many of the ideas relating to sexuality. This is bound to be both frustrating and confusing for a child.

But it gets worse. What child at eight or nine years of age wants to consider the possibility that his father is having regular sexual intercourse with this mother, and may also be sleeping with other women? Or that his mother may have had an abortion before she was married and 'terminated' his older brother or sister? Or that someone in his age group may begin to question his sexual orientation or his gender (if he is not doing so himself), or ask whether or not he masturbates or looks at pornography? How will he relate to girls of his own age knowing that similar thoughts and questions are running through their minds? The scope for confusion is endless and the implications are daunting. Why on earth would a parent want to expose their child to ANY of this?

The problems at secondary level will be compounded by the challenges of adolescence. Knowledge that may have seemed theoretical a year or so ago will now add fuel to their nascent desires. In addition to the pressures from within, a teenager will have to deal with pressure from his peers. Is he “doing it”? Why not? Is he looking at porn? Why not? Is he sexting? Why not? Has he ever kissed a boy? ...and so on. The emotional pressure, as well as the pressure created by one’s own expectations, will be intense.

The Alternative

Instead of ‘sex education’, our schools could teach, as they do in Poland, preparation for family life. What would a course like that entail? Well, for starters, it would place the emphasis on the family and on personal responsibility. It would highlight the value of marriage and its desirability. It would show how a faithful and loving relationship between a boy and a girl, a man and a woman, leads to marriage and, in due course, a family. It would teach the importance of commitment and fidelity, service and self-sacrifice. It would teach the role of the family in the community and the need for moderation, continence, and self-control. It would warn of the dangers of promiscuity, abortion, pornography, sodomy, sexual experimentation, and gender confusion. It would teach children that there are forces at work in the world which despise traditional values and will do all they can to undermine the family and destroy the institution of marriage. The same forces promote the killing of unborn children and ‘marriage’ between people of the same gender. Yes, such a course would provide true preparation for life, a set of tools to defend and protect one’s family, one’s marriage, and one’s children.

So, who really benefits?

So, who really benefits from the recklessness and perversion of what the government is proposing? We identify six main categories:

1. The Marxist cabal
2. Pedophiles
3. Predatory homosexuals
4. The sex industry
5. The abortion industry.
6. The psychiatric and counselling profession.

We will examine each in turn:

1. The Marxist cabal

The sexualization of young children is a core element in the Marxist programme to undermine the West. They don't teach this garbage to little children in Russia or China because they don't wish to harm their own people. But it is now rampant in the West, heavily funded from behind the scenes by the same consortium that promotes abortion, pornography, and sodomy. When a child of 8 is encouraged to think about matters which might not be appropriate for someone 5-6 years his senior, we can be sure his innocence is being destroyed.

What advantage is there in teaching anything about sex to a child of 8? And what advantage is there in filling his tender mind with ideas and images which are entirely alien to his development and experience? There is no advantage, of course, and great potential for harm. They will produce nothing but stress, anxiety and confusion. Anyone with an ounce of common sense should be able to see that what the Joint Committee and the NCCA are proposing is highly irrational (to put it kindly), driven by an agenda that has nothing whatever to do with the welfare of our children.

Are we claiming that there is a conspiracy? Of course! Marxism itself is a highly-organized, heavily funded conspiracy. It is destroying nations and has prominent members in all political parties in this country. It is doubtful whether there are even 5 genuine Christians in the Dáil and Seanad – out of 226 members!

The proposed programme will drive a wedge between children and their parents, where the values and moral standards of one generation are no longer passed on to the next. Children will be encouraged to defy their parents if, in their opinion, the material they are being taught in school is 'superior' to what they are being taught at home. How pleasing this will be to the anarchic schemers within Marxism, who benefit greatly from intergenerational conflict and use it to break up social institutions and recruit new members.



2. Pedophiles

The next group to benefit from this impending catastrophe will be the ever-expanding network of pedophiles in Ireland. These perverts are extremely dangerous and are continually on the look out for ways to communicate with children and win their trust. What could be better than a state-sponsored programme which greatly increases their interest in sexual matters, which makes sex seem exciting and relevant, and which provides them with the linguistic tools to express a wide range of sexual ideas. What is more, the programme starts at age five – age five! – so their number of potential victims will be greatly increased. What a boon for pedophiles!

The perverts who target older girls will also have much more material to work with. Online grooming has been shown over and over again to be a very effective way of luring a child away from her parents.

3. Predatory homosexuals

Many homosexuals are predatory and highly promiscuous. Sexually confused teenage boys will be an easy target for these jackals. Increasing numbers will gravitate towards the pubs and clubs where these predators hang out, unaware of the risks they are taking. Many will be attracted by the promiscuity of the so-called homosexual lifestyle and will end up being serially exploited by older men.

4. The Sex Industry

The sex industry, especially producers and distributors of pornography, will be delighted to know that the market for their products in this country is about to be considerably enlarged. The Curriculum will normalize a certain category of porn, causing teenage boys to move quickly to more violent and sadistic varieties. Porn destroys the emotional lives of young people and makes many impotent. As numerous studies show, an addiction to porn is very difficult to break and prevents young men from forming normal relationships with women or even functioning normally in a social setting.



5. The Abortion Industry

Ireland does not as yet have the industrial slaughterhouse known as 'Planned Parenthood', but the Curriculum will speed its development. It will encourage a great increase in sexual activity among young people and result inevitably in a huge increase in unplanned pregnancies. If the experience in other countries is any indication, the number of abortions in Ireland will increase dramatically.

6. The psychiatric and counselling professions

Gender confusion will explode. If a child of primary age is encouraged to question his sexuality, ideas will be sown in his mind which are bound to cause confusion when he reaches puberty. Since the psychiatric profession in Ireland is already teaching the lie of gender fluidity, prescribing hormone treatment for children, and referring an ever-growing number of children for gender 'reassignment' (genital mutilation), it will experience a deluge of new cases once the Curriculum gets going. Their income will increase substantially. Counselling services, too, will be in great demand, not just for the child victims of this subversive propaganda but also for their parents, whose lives have been turned upside down by the emotional damage it is doing to their children.

Many children will be abused by older children, the instance of which is bound to increase as more and more boys of school-going age seek outlets for their sexual fantasies. Parents will need to seek counselling for that as well. Instances of this crime have been fairly rare in Ireland, but medical practitioners are now reporting a sharp increase as more children gain access to pornography via their smart phones. The Curriculum will greatly multiply the number of such cases.

**Proof that what the Irish Government is doing to our children
is all part of the Marxist plan to take control of society.**

U.S. Congressional Record – Appendix, pp. A34-A35
January 10, 1963

Congressman A.S. Herlong read the 45 goals of Communism into the record of the House of Representatives. We reproduce 8 of these below. Note how closely they match the goals being pursued by the current Irish government! The attack on the family, parental autonomy, traditional morality, the Bible, and religion are all plain to see, as are the co-option of the teachers' unions and the psychiatric profession:

17. Get control of the schools. Use them as transmission belts for socialism and current Communist propaganda. Soften the curriculum. Get control of teachers' associations. Put the party line in textbooks.

24. Eliminate all laws governing obscenity by calling them "censorship" and a violation of free speech and free press.

25. Break down cultural standards of morality by promoting pornography and obscenity in books, magazines, motion pictures, radio, and TV.

26. Present homosexuality, degeneracy and promiscuity as "normal, natural, healthy."

27. Infiltrate the churches and replace revealed religion with "social" religion. Discredit the Bible and emphasize the need for intellectual maturity which does not need a "religious crutch."

39. Dominate the psychiatric profession and use mental health laws as a means of gaining coercive control over those who oppose Communist goals.

40. Discredit the family as an institution. Encourage promiscuity and easy divorce.

41. Emphasize the need to raise children away from the negative influence of parents. Attribute prejudices, mental blocks and retarding of children to suppressive influence of parents.

CONCLUDING REMARKS

The proposed Curriculum is designed to teach children that sex is an exciting adventure and that the more one knows about it, the more fulfilling and exciting it will be. This is a lie.

It is a deliberate attack on Christianity and traditional moral values. It places most of the emphasis on the individual and his or her personal desires (disguised as ‘fulfilment’). In doing so it seriously downplays the importance of the family, the institution of marriage (between a man and a woman), commitment, fidelity, parenthood, social responsibility, and the sanctity of life. It violates the Constitutional rights of parents and drives a wedge between them and their children. It grants powers to the state which it has neither the capacity nor the authority to exercise. It trivializes the biological basis of gender and ignores the most basic facts of life. It exposes children to concepts, images and scenarios which are not only inappropriate but harmful. It fills their minds with material which is certain to cause confusion, particularly in relation to sexual orientation and gender identity. It teaches that the killing of an unborn child for social or economic convenience is morally acceptable, and that the mothers who do this will not suffer as a result. It normalizes sodomy and ignores entirely the long list of physical, emotional and psychological problems that result from the so-called homosexual lifestyle. It also normalizes gender confusion and genital mutilation...

We could go on. Any sensible person should be able to see the dark hand of Satan in all of this.

There is no doubt that this egregious attack on human decency will delight the ever-growing ranks of Irish atheists, humanists, Marxists, and Wiccans (At least one member of our government at junior ministerial rank is a practising witch). If ever a programme was designed to undermine the traditional fabric of Irish society, this is it. These people despise Christianity and see it as the greatest single obstacle to the imposition of their supposed utopia. Already the British courts are ruling that the Bible is unlawful to the extent that it denies certain human rights (“incompatible with human dignity” – Judge Perry, 26 September 2019). The proposed new Curriculum is a cynical assault on the morality, social standards, and spiritual values that have nurtured our nation for centuries. Now, within a generation, these will be thoroughly overturned and replaced with a cultural ethos grounded in hedonism, promiscuity and unbridled selfishness.

A question to the people of Ireland

The Marxists, homosexuals, lesbians, feminist radicals, transgenders, Wiccans, and Freemasons – not to mention the miscellaneous assortment of sneering atheists – who together occupy most of the seats in the Dáil and Seanad, would not have been able to come up with a plan like this on their own, but they didn't need to. They sold out years ago to the New World Order and are now blindly implementing its demented, soul-destroying agenda.

Do you intend to let them continue with their plan?

**“Woe unto them that call evil good, and good evil;
that put darkness for light, and light for darkness;
that put bitter for sweet, and sweet for bitter!”**

– Isaiah 5:20

[This paper is made available to the public and its wide circulation is encouraged.]

Jeremy James*
Ireland
21 October, 2019

*submitted under my personal name.

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